

The College at Brockport: State University of New York Digital Commons @Brockport

College Senate Resolutions

5-1-2017

Resolution on the Definitions of Applied and Engaged Learning Activities

The College at Brockport, College Senate

Follow this and additional works at: https://digitalcommons.brockport.edu/senate_resolutions



Part of the [Higher Education Commons](#)

Repository Citation

The College at Brockport, College Senate, "Resolution on the Definitions of Applied and Engaged Learning Activities" (2017). *College Senate Resolutions*. 1249.

https://digitalcommons.brockport.edu/senate_resolutions/1249

This Resolution is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in College Senate Resolutions by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu, digitalcommons@brockport.edu.

Supersedes Res #: _____


TO: Dr. Heidi Macpherson, College President

FROM: The College Senate: **04/17/17**

RE: **→** I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: **Resolution on the Definitions of Applied and Engaged Learning Activities (#81_16-17EC)**

Signed: 
(Sharon Lubkemann Allen, 2016-17 College Senate President)

Date: **27 April 2017**

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. Sharon Lubkemann Allen, College Senate President

FROM: Dr. Heidi Macpherson, College President

RE: **→** I. Decision and Action Taken on Formal Resolution (circle choice)

a. Accepted - Implementation Effective Date**: _____ Immediately
**Implementation of resolution requires final approval from SUNY- State
Education Department. YES ☒ NO

Signed: 
(Dr. Eileen Daniel, Vice Provost, The College at Brockport)

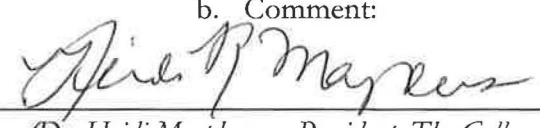
Date: **4/28/17**

b. Deferred for discussion with the Faculty Senate on ____/____/____
c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged ____/____/____

b. Comment:

Signed: 
(Dr. Heidi Macpherson, President, The College at Brockport)

Date: **5/1/17**

DISTRIBUTION:

Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28
 Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office</i> 2014-2015	#81_16-17EC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Resolution on the Definitions of Applied and Engaged Learning Activities
 at The College at Brockport, State University of New York

2. **BRIEF DESCRIPTION OF PROPOSAL:**

This resolution recognizes the long tradition of and deep commitment to applied and engaged learning at The College at Brockport and endorses definitions for College-recognized Applied and Engaged Learning Activities, aligned with SUNY-approved Applied Learning categories.

WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? ☒ NO ☐ YES **EXPLAIN YES**

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

n/a (see the Final Report of the Provost's Strategic Planning Taskforce on Experiential Learning and the research gathered by the President's Strategic Planning Subcommittee on Engagement for summary of assessments attesting to the educational, professional, and personal value of applied and engaged learning activities)

HOW WILL THIS AFFECT TRANSFER STUDENTS:

n/a

ANTICIPATED EFFECTIVE DATE:

Immediately

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
March 24, 2017			

8. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Dr. Sharon Lubkemann Allen, College Senate President	College Senate Executive Committee	585.395.2586 585.395.5828	Senate@brockport.edu SenPrez@brockport.edu

9. **COMMITTEES: (Senate office use only)**

Standing Committee	Forwarded To	Dates Forwarded
<input checked="" type="checkbox"/> Executive Committee	Standing Committee	03/24/17
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	03/27/17
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	04/03/17, 04/17/17
<input type="checkbox"/> General Education & Curriculum Policies	Senate President/Vice Provost	04/27/2017, 04/28/17
<input type="checkbox"/> Graduate Curriculum & Policies	College President	05/01/2017
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES: Resolution #18

Resolution on the Definitions of Applied and Engaged Learning at The College at Brockport, State University of New York:

WHEREAS The College at Brockport has a rich academic tradition of engaging students in higher education through long-established and newly-identified high impact pedagogical practices, including both curricular and co-curricular applied learning activities; and

WHEREAS the College recognizes Engagement as one of its core values, fundamental to its mission; and

WHEREAS the new College Strategic Plan, “Building a Better Brockport,” demonstrates our commitment to excellence in Student learning and life experience, partly cultivated through engaged and high impact learning practices, and increasingly concerted and transformative Community Engagement, as two of our four strategic goals; and

WHEREAS the new College Strategic Operational Plan defines institutional strategies and measures for continued development of pedagogical excellence, purposeful collaboration across departments and divisions within the College and between the College and local, regional/state, national and global communities, for the mutually beneficial exchange of knowledge and resources; and

WHEREAS the College recognizes that community engagement, including applied learning, offers this public institution the opportunity to contribute to the public good by combining the resources of the College with those of other public and private sectors to enrich scholarship, research, and creative activity, enhance curriculum, teaching and learning, prepare educated and engaged citizens, strengthen democratic values and civic responsibility, and address critical societal concerns; and

WHEREAS the College has devoted significant resources to recent College-wide internal and external research, reporting, coordination, and communication around applied and other engaged learning opportunities (through such initiatives as the Institute for Engaged Learning, the Engaged Learning Steering Committee and its Subcommittees on Service Learning, Internships, and Research and Creative Activity, the Provost’s Strategic Planning Taskforce on Experiential Learning, the President’s Strategic Planning Subcommittee on Engagement, and so forth); and

WHEREAS this research has resulted in recognition of the need for more coordinated cross-divisional collaboration and support, resources, reporting, and recognition for engaged and applied learning efforts across the College; and

WHEREAS this coordination is contingent on more coherent College-wide definitions, policies, and procedures for the implementation of engaged and applied learning; and

WHEREAS the SUNY University Faculty Senate passed *Resolution 170-02*, “to Support Planning and Implementation of Applied Learning Experiences at SUNY, emphasizing the role of individual faculty and departments in overseeing applied learning experiences;” and

WHEREAS the subsequent *SUNY University Faculty Senate Resolution on the Implementation of Applied Learning*, passed on October 22, 2016, recognizes that “the SUNY Applied learning initiative requires each campus to determine which applied learning experiences are approved based on the SUNY Applied Learning criteria, and whether or not applied learning will be a graduation requirement,” and “recommends to campus governance bodies that each campus develop and adopt policies to ensure that:

- 1) Academic faculty retain responsibility for the curriculum, for assessing student learning outcomes, and for assigning grades in applied learning activities as for other degree requirements;
- 2) The campus-level determination of what meets the applied learning mandate be made through the normal campus and governance curricular processes; and

3) The certification of an activity or course as meeting the applied learning requirement also follows the normal campus and governance curricular processes,” and
“asks the Chancellor to direct Presidents and Chief Academic Officers to ensure that faculty governance processes are followed in the consideration and approval of all these applied learning activities; ” and

WHEREAS the Final Report of the Provost’s Strategic Planning Taskforce on Experiential Learning, referring to extensive and expanding scholarship on “experiential,” “engaged,” “applied” and “high impact” learning, thus, concluded that “all credit-bearing, approved applied learning experiences that are either optional or required for a degree program at The College at Brockport are required to have faculty oversight regardless of what administrative office manages the activity;”

BE IT RESOLVED that the College Senate, representing faculty and professional staff directly involved in engaged and applied learning efforts at the College, endorses the following definitions of Engaged and Applied Student Learning Opportunities including Service Learning, Civic Engagement, Community Service, Creative Works, Research, Directed and Independent Study, Entrepreneurship, Practicums, Field Study, Internships, Clinical Placements, Formal Leadership Experiences, Teaching Assistantships, and Student Employment, aligning these definitions with the State University of New York’s Applied Learning definitions of SUNY Discovers, SUNY Works, and SUNY Serves:

Engaged Learning is a mechanism by which we can develop meaningful educational experiences that are high impact in that they increase a student’s chance for success. Often, but not always directly associated with one’s academic major, the skills learned are transferable to many aspects of life, including civic responsibility, global awareness and career readiness. The following definitions of specific Engaged and Applied Learning opportunities for students at Brockport are aligned with the SUNY Applied Learning Initiative (<https://www.suny.edu/applied-learning/>). Whereas Engaged Student Learning may incorporate some or all of the appended “High Impact Practices,” in order to be approved as **Applied Learning**, the activity must adhere to the applied learning criteria outlined by SUNY’s Applied Learning Committee:

- 1) that the activity is structured, intentional and authentic,
- 2) that the activity requires preparation, orientation and training,
- 3) that there will be monitoring and opportunity for continuous improvement,
- 4) that reflection is embedded in the activity, and
- 5) that the activity be accompanied by assessment and evaluation.

Whereas all approved Applied Learning activities are instances of Engaged Learning, Engaged Learning Activities that lack one or more of the learning criteria outlined by SUNY’s Applied Learning Committee (for instance, the embedded student reflection on the experience), do not constitute SUNY-approved Applied Learning Activities.

Service Learning (SUNY Serves)

A credit-bearing education strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience and strengthen communities.

Civic Engagement (SUNY Serves)

A teaching and learning focus on educating students as global citizens. Classes or programs include meaningful civic education and activities for social good. Classes and programs have components of reflection and engagement. Civic engagement is a subset of service learning activities and many campuses lump them together in offices of service learning and civic engagement.

Community Service (SUNY Serves)

Volunteerism and community service performed by students for community benefit. This service can be, but is not necessarily integrated with a particular program of study. This may include structured projects (days of service), smaller group projects, fund-raising events, or individual volunteerism, which is acknowledged by the campus. We

have an Office for Community Development that coordinates service activities. MyBrockport, a co-curricular transcript software, is currently being used to track student service hours.

Creative Works (SUNY Discovers)

A capstone, senior project, performance, or other creative work that occurs as a culminating experience for a student in an accredited class or program. Performances, writings, art and other experiences may fit this category of applied learning at Brockport.

Research (SUNY Discovers)

Mentored, self-directed work that enables students to make an original, intellectual or creative contribution to the discipline by exploring an issue of interest to them and communicating the results to others.

Undergraduate Research (SUNY Discovers)

An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. A reason why this is listed separate from “research” is because SUNY will also be monitoring graduate-level research activities.

Entrepreneurship (program, class, project) (SUNY Discovers)

Students in an entrepreneurship program develop a broad-based entrepreneurial skill relevant to any organization - start-up, established, and for and non-for-profit agency, organization, community or industry. Entrepreneurship involves consistently thinking and acting in ways designed to uncover new opportunities that are then applied to provide value.

Practicum (SUNY Discovers)

A period of practical experience undertaken in academic, professional or community settings/agencies/organizations as part of an academic course. This approach is grounded in application and practice of theoretical /technical concepts skills and cultural competency relevant to the course or to a profession. At Brockport, when we think of practicum, the education program immediately comes to mind. Practicums are field experiences that allow a student to observe and document how working professionals perform their job duties, with students participating “to a limited extent” under the supervision of faculty or site-staff. Shadowing experiences would be a great example.

Field Study (SUNY Discovers)

Collection of information outside of an experimental or lab setting. This type of data collection is most often conducted in natural settings or environments and can be designed in a variety of ways for various disciplines. May be mentored, self-directed work or comprise a full-course. The projects include inquiry, design, intervention, discovery and application.

International and Domestic Travel/Exchange (SUNY Discovers)

An instructional program delivered in either an overseas location or domestic location. Often the program is delivered as a semester-long or intercession sequence of courses, the content of which is enhanced by the location of instruction, by distinctive historic or cultural features available in the location, or by a unique approach to the subject matter that is specific to the locale. Exchanges are often conducted by individual students traveling independently to a location that has been pre-approved by their home institution, and where they determine their specific course of study in collaboration with home and host institution faculty. While we have a study abroad office, we do not have a “home” for domestic study.

Internship - Credit-Bearing/Non-Credit Bearing (SUNY Works)

A form of applied or experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in professional or community settings. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers/community partners the opportunity to guide and evaluate talent. At The College at Brockport, credit-bearing internships are offered both by departments and Career Services. Eagle Connect is currently being used to connect students with opportunities.

Clinical Placements (SUNY Works)

Students rotate through a variety of health care agencies with faculty supervision on the health care field process, with individual patients or groups reflecting diverse settings, across the lifespan. Emphasis is on mastering theoretical concepts, improving skill competency, and developing clinical reasoning skills with a focus on evidence-based practice. At Brockport, several majors require clinical experiences, and for some, this is regulated by accrediting bodies. There tends to be strict regulations on number of hours spent. Great care is spent in identifying new clinical placement partners.

Formal Leadership Experience (SUNY Works)

In 2010, the University Faculty Senate published a report on best practices in student leadership, and Brockport's Leadership Development Program was listed as one of the model programs. The model programs adhered to the Council for Advancement of Higher Education Standards (CAS) for leadership programs. There is a potential for other types of leadership experiences (through clubs & organization and student government leadership, peer mentoring, resident assistant experiences) to be counted here if the current leadership development model can be scaled in a manner that provides opportunities for growth and reflection on the part of students.

Teaching Assistants (SUNY Works)

Teaching Assistants may be considered a Practicum based on the above definitions.

Student Employment (SUNY Works)

On-campus student employees benefit developmentally and academically from their engagement in the work of the College. Student employees receive formal and informal training that facilitates competency development in a number of areas including communication, critical thinking, collaboration, and leadership. Over 2,300 College at Brockport students hold on-campus employment positions each year, earning over 2.9 million dollars collectively. Additionally, on-campus employment at The College at Brockport provides opportunities for mentoring, career exploration, and community engagement. The student employee program could provide a meaningful engaged learning experience with additional training of supervisors and a shift in how the purpose of the work engaged in is envisioned.

Directed/Independent Study (SUNY Discovers/Works/Serves)

May be construed as any of the above subtypes of engaged learning activities. The Honors College specifically lists this as an engaged learning experience that they track as a requirement.

High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

